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ABSTRACT

The Affective Involvement Instrument (AII) describes and classifies affective involvement in the process of decision-making as it occurs during classroom activities such as role-playing or group discussions. The thirty-celled instrument behaviorizes the six processes involved in decision-making and combines them with the taxonomic levels of the affective domain. Each cell describes signs of decision-making from problem definition and valuing through the process of deciding, as the individual voluntarily expresses his position. The AII can be used to: (1) program involvement and dissonance to study attitude change; (2) describe, diagnose, and redesign teaching strategy; and (3) provide information for teacher self-evaluation. (Author)

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AFFECTIVE INVOLVEMENT INSTRUMENT

Johanna K. Lemlech

The Affective Involvement Instrument (A.I.I.) describes and classifies affective involvement in the process of decision-making as it occurs during classroom activities such as role-playing or group discussions.

The thirty celled instrument behaviorizes the six processes involved in decision-making and combines them with the taxonomic levels of the affective domain. Each cell describes signs of decision-making from problem definition and valuing through the process of deciding as the individual voluntarily expresses his position.

Through the use of a tape recorder the teacher/researcher may record a classroom discussion. The A.I.I. can be used to summarize the pattern of involvment in each decision-making process by comparing verbal statements with the taxonomic behavioral sign. Involvement may be described by classifying statements from 1.1 (Defining and Receiving level) to 6.5 (Deciding and Characterization level). The A.I.I. aids the teacher/researcher discriminate between the effective decision-maker who responds at high taxonomic levels and the low taxonomic responder who may have difficulty perceiving others values.

The A.I.I. can be used to: program involvement and dissonance to study attitude change; describe, diagnose, and redesign teaching strategy; provide information for teacher self-evaluation.

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	1.5 DEFINING	2.5 VALUING	3.5 IDENTIFYING RELEVANT INFORMATION
CHARACTERIZATION	Inclusively focuses upon problem definition. All aspects and elements clearly defined.	Resolves rationally, articulates inclusively the values involved in a given situation with own and normative values.	Identifies all relevant information. Resolves conflicting bits of information. Uses inference in perspective.
ORGANIZATION	Abstracts and organizes elements of a problem.	Organizes and refines own values and problem values into rational systems.	Organizes problem information and personal knowledge.
VALUING	Chooses and states specifics of problem focus; denies, protests, debates problem focus.	Accepts own and others' values. Examines and redefines relevant values.	Uses relevant information to support own viewpoint. Debates viewpoint.
RESPONDING	Complies with, follows, discusses definition of problem.	Voluntarily identifies values statement relating to a given problem. Acknowledges own values.	Volunteers relevant information. Augments information with knowledge.
RECEIVING	Unwilling to attend to problem	Unwilling to share own values. Fails to respond or differentiate problem values.	Unable to extract relevant information.
	1.1	2.1	3.1

4.5	5.5	6.5
GENERATING TRIAL SOLUTIONS	TESTING SOLUTIONS IN TERMS OF CONSEQUENCES	DECIDING
Considers alternatives consistent with information and values. Revises solutions.	Uses organized units of information to predict or project consequences.	Makes a rational decision. Decides on a preference that is consistent with projected consequences and relevant values.
Compares different solutions to a problem. Theorizes on goals and consequences.	Systematizes information and values into units for prediction in terms of consequences.	Organizes values systems and all units of information for rational decision making.
Deliberates, supports, argues personal viewpoints.	Chooses one or more solutions and predicts consequences.	Commits himself to action, inaction or preference for future action.
Selects possible solutions. Discusses solutions.	Follows discussion of varied solutions to projected consequences.	Approves or follows another's decision making.
Fails to differentiate varied solutions.	Fails to respond with possible consequences of a given solution.	Fails to select or take part in decision making.
4.1	5.1	6.1

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